DOCUMENT RESUME

ED 190 801 CE 026 261

AUTHOR Wells, Janet
TITLE Monitoring Implementation of the 1976 Vocational Education Amendments.
INSTITUTION Lawyer's Committee for Civil Rights Under Law, Washington, D.C.
PUB DATE 10 Apr 80
NOTE 41p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrators: Counselors: *Educational Legislation: Equal Education: *Evaluation: *Federal Legislation: *Interviews: Nontraditional Occupations: Program Effectiveness: Questionnaires: School Districts: Secondary Education: Sex Bias: Sex Discrimination: *Sex Fairness: Sex Stereotypes: Students: Teachers: *Vocational Education
IDENTIFIERS Monitoring: *Vocational Education Act Amendments 1976

ABSTRACT

This publication contains a guide and set of five questionnaires designed to help determine whether the Vocational Education Act Amendments of 1976 have had an impact on the community. (The 1976 Amendments require recipients of federal funds to eliminate sex discrimination and sex stereotyping from their programs and provide specific resources.) The guide describes the forms and discusses conducting a monitoring project. Other topics include identifying respondents, analyzing findings, and sharing the report. These five forms are enclosed: (1) cover sheet for local educational agencies (school districts): (2) cover sheet for schools: (3) (interview) questionnaire for administrators: (4) student interview, including one part for all students, a second part for students enrolled in vocational programs traditional for their sex, and a third for nontraditional students: and (5) questionnaire for counselors and teachers who teach courses which traditionally enrolled only males or females or in which more than 80% of the students are of one sex. Other materials include a description of provisions of the regulations in the 1976 Amendments relating to equal access to vocational education and cover letters to accompany the materials. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janet Wells

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CN003396

4/10/80

ED190801

MONITORING IMPLEMENTATION OF THE 1976 VOCATIONAL EDUCATION AMENDMENTS

INTRODUCTION

It is difficult to imagine a law that could attack a problem more comprehensively than the Vocational Education Act Amendments of 1976 (VEA) attack sex discrimination, sex bias and sex stereotyping. (See the attached summary of the Amendments.) But has the Act worked at the local level?

Every state is automatically apportioned a certain amount of money -- according to a population-based formula -- under the VEA, and the state decides how those funds shall be apportioned to its local school boards and postsecondary schools. While it has to do some things with the money, such as assessing and meeting the needs of displaced homemakers and employing someone to work full time on sex equity at the state level, most of the sex equity activities are optional. And it is incumbent upon the local educational agency or postsecondary school, in most cases, to seek assistance in financing or organizing activities to overcome sex bias in its programs or to encourage nontraditional enrollments.

The enclosed questionnaires were designed to help you determine whether the 1976 Amendments have had an impact in your community.

CONDUCTING A MONITORING PROJECT

HOW TO USE THE FORMS

Five forms are enclosed:

- A Cover Sheet for Local Educational Agencies. This form will be used only once -- and not at all if you decide to monitor only state-administered postsecondary schools with no LEA affiliation.

- A Cover Sheet for Schools. This form is to be filled out once for each school monitored.

- A Questionnaire for Administrators. Form 1 is to be used to interview central school district administrators

CE026261

(if you are monitoring locally administered schools) and school level administrators responsible for the operation of vocational education programs. You should contact the superintendent of schools and the principals or directors of the schools you are monitoring and inform them of your project's purpose and your desire for an interview. They may wish to delegate a lower-ranking official with more direct knowledge of the program to talk to you. You also may want to select additional officials to interview, such as the Title IX coordinator, supervisors of individual vocational program areas, and the director of guidance and counseling.

- A Student Interview. This form is divided into three parts: Form 2A is for all students you interview. You will include with it either Form 2B, which is for students enrolled in vocational programs that are traditional for their sex, or Form 2C, which is for nontraditional students. We believe you will find it more valuable to talk to students in these two groups than to interview students in programs which have traditionally enrolled both sexes or to interview students who are not in vocational education at all.

- A Questionnaire for Teachers and Counselors. We recommend using Form 3 with teachers who teach courses with traditional enrollments which are either predominantly male or female. Increases in nontraditional enrollments depend in great measure on their attitudes and their ability to promote change.

There also is attached a description of provisions of the regulations on the 1976 Amendments which relate to equal access to vocational education. You should be familiar with this summary when you begin your interviews.

NUMBERING SYSTEM

The first number on each question is the form number. The second number is the number of the question. And the small letters represent subparts of questions.

Thus, question 2B.1.d. is question 1, subpart d from Form 2B.

CONDUCTING INTERVIEWS

These forms are designed to be used in person-to-person interviews. While you may allow a respondent time to get

information that is not readily available at the time of your interview, you should not provide copies of the forms in advance or permit them to be filled out by the respondent.

Don't feel limited by the format of the questionnaire. Probe more deeply on questions if you feel you need to.

HOW MANY INTERVIEWS TO CONDUCT

As many as possible!

This really depends, of course, upon the number of persons who can conduct interviews, the amount of time they can give to the project, and the ease of access you have to officials, teachers and students. At the administrator level, you are primarily interested in knowing what the top officials responsible for operating programs are doing to implement or take advantage of the 1976 Amendments. An interview with the local superintendent and the principal(s) or director(s) of the schools you are monitoring may or may not be sufficient to find this out.

One or two interviews with teachers and students will not give you a strong indication of how either group as a whole views sex equity or the opportunities that exist to achieve it. At a minimum, try to interview five teachers and five students in both traditional and non-traditional programs.

Many questions can be answered yes or no. If your field of respondents is sufficiently large, you may want to tabulate some of these responses and report them as part of the results of your survey, as for example, "Sixty per cent of the teachers interviewed thought some vocational programs were not appropriate for women."

Monitoring one school thoroughly is better than monitoring several inadequately.

You may want to reproduce a questionnaire for each interview you conduct, or you may find it easier to write your responses on a legal pad or notebook, being careful to identify each question by number.

IDENTIFYING RESPONDENTS

If you have conducted monitoring projects in your school system before, you probably know how you want to

go about this one. If not, you will have to feel your way along.

School officials may be thoroughly accommodating in giving you interviews and making it easy for you to talk to their staff and faculty, as well as students. They may, for example, allow you to talk to teachers and students during their free time during the school day. (But don't let officials set up your interviews for you or determine which students and teachers you should interview -- they may control the information you get.)

Occasionally officials will try to obstruct a monitoring project. If so, insist on your right to basic information about the way the schools are operated and use your own ingenuity in identifying teachers and students to interview. (You should let anyone subject to reprisals for cooperating with you know that you will keep their names confidential.)

IDENTIFYING SCHOOLS AND ADMINISTRATORS

Before making a decision which school(s) to monitor, make an appointment with your local superintendent of schools or someone she or he delegates to provide you with information, to find out:

- in which public schools in the community vocational education is offered;

- who (the local school board or a state board) administers each type of school, and

- which schools are eligible under state law for, and receive, Vocational Education Act funds.

Vocational education is offered under a variety of types of administration in the United States, and you can plan your interviews more effectively if you understand how the programs you're interested in are administered.

The local educational agency (the local school board, often called the LEA) may administer both secondary and postsecondary vocational schools and programs, or the operation of area vocational schools and community colleges may be entirely the responsibility of a state board. Even if the LEA doesn't administer some vocational schools, public high schools may be responsible for recruiting, counseling

and selecting students for admission to them. Thus, even if you decide to monitor a state-operated school, you may want to interview administrators at the local school district and public high school level who affect enrollments in area vocational schools and colleges.

Traditionally, more secondary than postsecondary school vocational education programs have been supported under the Vocational Education Act. It is possible your local area vocational-technical school or community college doesn't qualify under state law or regulations for VEA funds. If not, you will get a more effective picture of the 1976 Amendments if you monitor schools that do receive them.

Some comprehensive high schools may have stronger vocational programs than others. Don't monitor a high school which offers vocational education primarily for personal enrichment rather than as preparation for employment if you have the option of monitoring schools with more job-oriented programs.

* * * *

NOTE: If you have decided to monitor schools over which the superintendent of schools has some responsibility for the administration of or admissions to vocational education programs, use this visit to complete the Cover Sheet for Local Educational Agencies and to identify other school system officials you will want to interview with Form 1.

OTHER FEDERAL PROGRAMS

Some schools get funds for vocational education through the Comprehensive Employment and Training Act (CETA), administered at the federal level by the U.S. Department of Labor and at the local level by state or local governments.

Title IV of the 1964 Civil Rights Act funds activities to help overcome sex discrimination, bias and stereotyping in public schools.

Try to distinguish whether any sex equity activities you identify were funded under the Vocational Education Act or one of these other programs.

ENROLLMENT STATISTICS

Schools have to provide enrollment data by sex for several federal purposes -- the national Vocational Education Data System established by the 1976 Amendments, the Office for Civil Rights' (OCR's) biennial survey of elementary and secondary schools, and OCR's Fall 1979 special survey of vocational education programs. The schools you monitor should be able to provide the data you need (Question 6 on the Cover Sheet for Schools) to determine whether vocational courses or classrooms are predominantly one sex.

TRADITIONAL AND NONTRADITIONAL PROGRAMS

Vocational education is divided into seven separate programs: business and office education, health occupations and consumer and homemaking education, which have traditionally been female-dominated, trade and industrial programs, technical programs and agriculture, which have traditionally been male-dominated, and distributive education, which has traditionally had mixed enrollments. Some courses within these traditionally sex-stereotyped programs may have high enrollments of the opposite sex (cosmetology within trade and industry, for example).

A program is also sometimes defined as "a sequence of courses leading to an occupational objective" (i.e., to a job utilizing skills taught in the program).

We recommend:

- that you collect enrollment data by courses within programs or by classroom, and

- that you confine student interviews to those seeking a "vocational objective."

SEX-STEREOTYPED MATERIALS

In visiting the local school board office or schools, you may want to ask to see textbooks used in vocational programs as well as counseling materials and recruitment brochures or course catalogs. Are illustrations almost exclusively of men and women in traditional vocational or instructional roles? Do the texts use the pronoun "he" for students in some courses or careers and "she" for others?

If materials used by vocational education students and prospective students are sex-stereotyped, ask administrators what efforts are being made to replace them.

NOTIFY THE SEX EQUITY COORDINATOR ABOUT YOUR PROJECT

Contact your state department of education for the name of the sex equity coordinator for vocational education. Notify him or her about your project and ask for information about what the state is doing to implement the 1976 Amendments (including assistance given to your community, a description of sex equity activities the state will reimburse with federal VEA or state funds and an explanation of how schools in your community can receive those funds). Ask for suggestions about what to do with your monitoring data and be sure to send the coordinator your final report.

IF YOU WANT TO KNOW MORE ABOUT THE 1976 AMENDMENTS . . .

The Federal Education Project will soon publish "Achieving Sex Equality in Vocational Education: A Citizens Guide to the 1976 Vocational Education Amendments." Watch for an announcement in the FEP Newsletter.

ANALYZING YOUR FINDINGS

Write a report on your findings. Include an analysis of your interviews and other information you've collected (enrollments, curricular and recruiting materials, funding sources, information provided by the sex equity coordinator). Tabulate significant findings from the yes and no questions, if you have enough interviews, and evaluate your interviews in terms of the following questions: (Numbers of some of the questions which may contribute information are contained in parentheses.)

- What kinds of attitudes or perceptions do administrators, teachers, counselors and students have about nontraditional vocational education and careers which create barriers to equal access or to greater career exploration by students? (1.1.a.-g.) (1.7.) (2A.3.a.-b.) (2B.1.c.) (2B.3.a.-b.) (3.2.a.-f.)

- Can you tell from your interviews whether negative attitudes towards participation in nontraditional programs are based on experience or prejudice? (For example, do students in nontraditional programs or teachers who teach nontraditional students have more or less positive attitudes than others about their success?)

- What kinds of problems have students faced (harrassment, lack of preparation, inability to get a job, discouragement from peers, family or teachers, etc.) which have made nontraditional enrollment difficult? (2B.2.a.-b.) (2C.2.a.-b.) (2C.3.) (2C.5.a.-b.)

- What kinds of assistance has been made available to administrators, counselors, teachers and students to help them overcome both substantive problems and attitudes that create barriers to nontraditional enrollment? Do the activities seem adequate? (1.2.a.-d.) (1.3.a.-b.) (1.4.a.-c.) (2B.1.a.-b.) (2C.1.) (2C.4.a.-b.) (2C.5.a.-b.) (3.3.a.-d.)

- Have sex equity activities in your community been funded under the Vocational Education Act? Have funds or assistance from other sources, such as CETA and Title IV of the 1964 Civil Rights Act, been used to attain VEA goals? (1.2.a.-d.) (3.3.a.-b.)

- Does there seem to be an awareness among administrators and teachers of the 1976 Amendments, their requirements and opportunities? Can you determine from your interviews whether the state educational agency has effectively provided local schools incentives and assistance to overcome sex bias and stereotyping? Whether the sex equity coordinator has been an effective presence? (1.2.a.-d.) (1.4.a.-c.) (1.7.) (3.3.a.-b.)

- What additional services, resources or programs are needed in the schools you've monitored to overcome sex discrimination, sex bias and sex stereotyping in vocational education and to encourage nontraditional enrollments? (1.7.) (2C.4.c.) (2C.6.) (3.4.b.)

(Any delineation of a problem may suggest an activity that should be undertaken to overcome it.)

- Are local advisory councils on vocational education in compliance with the regulations in representation of women and minorities? (If they aren't, you should advise local officials of the regulations' requirement.) (Cover Sheets)

- From your perspective, having completed this monitoring project, does the Vocational Education Act effectively promote equal access and nontraditional career options?

There is other information you can gleen from these forms which will help you in analyzing students' opportunities and the kinds of efforts that are needed to overcome sex bias and stereotyping:

- What factors affect students' decisions to enroll in traditional and nontraditional programs? (2B.1.a.-d.) (2B.2.a.-b.) (2C.1.)

- Many persons successful in training women for nontraditional jobs believe it is critical that there be a link between the training and a job. Certainly if administrators and counselors believe local employers won't hire students for nontraditional jobs (Question 1.1.3. and (3.2.f.)), they have a responsibility to try to overcome the problem. Is an effort being made in the school(s) you monitored to work with employers? (1.3.a.-b.)

- Are the schools in your community providing special educational programs, preparation for seeking employment and placement services for displaced homemakers and single heads-of-household who need job training? Does the school or school system have an adequate system for identifying persons in these categories and notifying them about services? (1.5.a.-c.)

- Are the local schools providing child care to make it easier for students who are parents to attend school? (1.6.)

- If you have a sufficient number of interviews, compare traditional and nontraditional students, secondary and postsecondary and married and unmarried students, parents and non-parents, etc. Has one group or another, for example, given more thought to the questions in 2A.1. about how long they will work, their likely earning capacity and whether they will be able to obtain work in the field of their training? Statistics show that most women work at least 20 years outside the home for pay. Do your female interviewees recognize that fact? Do they know how much money they'll make in the job they're preparing for? Have they considered job demand? The answers could indicate how well students have been counseled, as well as

which groups may need particular attention when sex equity programs are developed.

- Are traditional students more likely to complete their training than nontraditional students, or vice versa? To plan a career in the field they're training for? What factors cause students to drop out of programs, and could they be alleviated by school-sponsored support services or activities to overcome sex bias? (2A.2.a.-b.) (Also see cover sheet, Form 2A, for student's career goal.)

- Are students interested in nontraditional careers when it is suggested they may pay more? Do they know where to go for information about nontraditional careers? (2B.1.d.-e.)

SHARING YOUR REPORT

Share your report with others, including:

- administrators, who may be willing to use your evaluation and recommendations to overcome the problems you've uncovered or to implement programs you've suggested are needed. These include locally the school board, the superintendent of schools, the Title IX coordinator, voc ed supervisors, guidance directors and school principals and directors, and at the state level, the sex equity coordinators, the state director of vocational education, the state board or boards that govern vocational programs, and the Title IX coordinator;

- counselors, teachers and teacher organizations, to inform them there is community support for changing the way students are counseled and educated for employment and to solicit their support in getting activities funded or instituted to bring these changes about;

- the press, to gain valuable publicity for the reforms you recommend and to help create a better community understanding of the issues you've raised, and

- other public interest and advocacy groups, who may support you in advocating reforms. (Don't forget the Federal Education Project, Lawyers' Committee for Civil Rights Under Law, 733 15th Street, N. W., Washington, D. C. 20005. Attention: Janet Wells.)

- Congressional representatives, who will be considering how to modify or strengthen the Vocational Education Act when it comes up for reauthorization.

4/10/80

COVER SHEET FOR LOCAL EDUCATIONAL AGENCIES

(A cover sheet should be completed for each school district monitored.)

1. Name of school system _____

2. Type of schools it administers in which vocational education is offered: (Check all applicable spaces)

_____ comprehensive high school

_____ vocational high school

_____ secondary area vocational school

_____ postsecondary area vocational school

_____ community college

3. How much money did the school system receive in the most recent school year for vocational education -- from local, state and federal sources?

$ _____ local

$ _____ state

$ _____ federal (Vocational Education Act)

$ _____ federal (CETA)

4. How many persons are on the local advisory council on vocational education for this school district? (Give number of persons in each group.)

_____ minority females

_____ white females

_____ minority males

_____ white males

4/10/80

COVER SHEET FOR SCHOOLS

(A cover sheet should be completed for each school monitored.)

1. Name of school _____

2. Type of school:

_____ comprehensive high school

_____ vocational high school

_____ secondary area vocational school

_____ postsecondary area vocational school

_____ community college

3. Who administers the school:

_____ local educational agency (name of agency: _____

_____ state educational agency (name of agency: _____

4. How much money did the school receive during the most recent school year for vocational education -- from local, state and federal sources?

$ _____ local

$ _____ state

$ _____ federal (Vocational Education Act)

$ _____ federal (CETA)

MONITOR: State-administered postsecondary vocational education schools which receive federal funds should have their own advisory councils on vocational education. Secondary schools may not have individual advisory councils.

5. How many persons are on the local advisory council on vocational education for this school? (Give the number of persons in each group.)

_____ minority females

_____ white females

_____ minority males

_____ white males

_____ no council

6(a). Examine the school's vocational education enrollment statistics. What is the total number of vocational education classes in the school?

_____

6(b). How many vocational education classes have

_____ 100% female enrollment?

_____ 100% male enrollment

_____ 80% or more female enrollment?

_____ 80% or more male enrollment?

4/10/80

FORM 1
INTERVIEW WITH ADMINISTRATOR

QUESTIONNAIRE FOR ADMINISTRATORS

(To be used in interviews with persons who have authority over the operation of vocational education programs in locally administered public high schools and vocational schools and in state-operated vocational schools and community colleges.)

Name _____

Title or position _____

Agency respondent administers:

_____ local educational agency (school system)

_____ comprehensive high school

_____ vocational high school

_____ secondary area vocational school

_____ postsecondary area vocational school

_____ community college

Name of the school or school system administered _____

_____

MONITOR: Keep in mind as you interview that you are asking administrators of local educational agencies to give responses for the school system as a whole and administrators of schools to respond for the school which they administer only. Select the appropriate administrative unit when questions ask information for "school (or school district)."

1.1. MONITOR: Make certain the respondent understands the concept of traditional and nontraditional careers. For example: "Most students still enroll in vocational education courses that students of their sex have traditionally chosen, in spite of non-discrimination laws and a lot of publicity about women and men going into jobs that are nontraditional for their sex."

1.1.a. Do you think students are interested in non-traditional careers?

_____ yes

_____ no

1.1.b. Are students aware of opportunities in non-traditional jobs?

_____ yes

_____ no

1.1.c. Do you find that students are under a lot of peer pressure to play traditional roles?

_____ yes

_____ no

1.1.d. Are most parents willing for their children to take nontraditonal courses?

_____ yes

_____ no

1.1.e. Will local employers hire students or new graduates for nontraditional jobs?

_____ yes

_____ no

1.1.f. Do counselors know how to counsel students effectively about opportunities in nontraditional jobs?

_____ yes

_____ no

1.1.g. Elaborate more fully, if you would like, on why most students choose traditional vocational courses and careers.

##########

1.2.a. What has the state educational agency done to encourage or assist you in promoting the enrollment of students in nontraditional courses of study?

1.2.b. Briefly describe the kinds of programs the state is willing to fund to overcome sex bias and stereotyping in vocational education and to improve women's opportunities in vocational education.

1.2.c. How much money -- from local, state and federal sources -- did the school (or school district) spend during the most recent school year for activities specifically designed to overcome sex bias and sex stereotyping in vocational education programs or to promote students' understanding of opportunities in nontraditional careers?

$ _____ local

$ _____ state

$ _____ federal (Vocational Education Act)

$ _____ federal (CETA)

1.2.d. Briefly describe the activities (including who participated, how many persons were affected, where they were offered, what specific problems they were designed to overcome, and any measurable results). If federal funds were used, note whether they came from the VEA or CETA or other federal sources.

##########

1.3.a. Do you or your staff work with employers to encourage them to create entrees for your students into nontraditional jobs or on-the-job training slots?

_____ yes

_____ no

1.3.b. IF YES: Describe these efforts in detail, including the number of students or recent completers of vocational education programs in this school (or school system) who are working in nontraditional jobs.

##########

1.4. MONITOR: Make certain the respondent is familiar with the sex equity coordinator's position. For example: "Every state has at least one person employed out of federal funds to work full time to implement the state's policies for overcoming sex discrimination and sex stereotyping in vocational education, to review all vocational education programs in the state for sex bias, and to assist local educational agencies in improving vocational education opportunities for women. This person is generally referred to as the sex equity coordinator."

1.4.a. Has the sex equity coordinator provided this school (or school system) assistance in identifying or eliminating sex bias, sex discrimination or sex stereotyping in its vocational education programs?

_____ yes

_____ no

1.4.b. IF YES: Explain whether contact was initiated by the coordinator or by the school (or school system) and describe the assistance provided, the persons affected, whether the service was provided locally or in a central state location, and the expected outcome of the assistance.

1.4.c. IF YES: What kinds of changes in policies and practices occurred as a result of the sex equity coordinator's assistance? Describe any tangible results, such as increased

enrollments in nontraditional courses, new curriculum or recruiting materials instituted, etc.

##########

MONITOR: The following question may not be relevant for administrators of secondary schools which do not have programs for adult students.

1.5.a. Does this school (or school system) provide special counseling, job training and placement services for unskilled single heads-of-household and homemakers who have been forced to enter the job market relatively late in life because of the unexpected dissolution of their marriages or death of their spouse (i.e., displaced homemakers)?

_____ yes

_____ no

1.5.b. IF YES: How are persons identified who need special services and informed about them? How many persons are now participating in these special programs? Do you know what proportion they are of the eligible population of single heads-of-household and displaced homemakers?

1.5.c. IF YES: Describe the special services and explain how they are designed to meet the special needs of displaced homemakers and single heads-of-household.

##########

1.6. Are child care services provided for students at this school (or in this school system) who have children?

_____ yes

_____ no

##########

1.7. MONITOR: Briefly explain 1976 Vocational Education Amendments to respondent: "The 1976 Amendments to the Vocational Education Act made equal access to vocational education for women and men a purpose of federal funding for vocational education. The law provides a number of resources for overcoming sex bias and sex stereotyping in vocational education programs."

Would you explain why you think the law has or has not achieved its purpose?

FORM 2A
STUDENT INTERVIEW

STUDENT INTERVIEW

Name _____

Sex _____

Age _____

Marital status:

_____ single (never married)

_____ married

_____ formerly married (widowed, divorced, separated)

Parental status:

_____ has children

_____ does not have children

Name of school attended: _____

Type of school attended: _____

_____ comprehensive high school

_____ vocational high school

_____ secondary area vocational school

_____ postsecondary area vocational school

_____ community college

Grade or postsecondary level student is in _____

Vocational program in which student is enrolled _____

Career which student expects to pursue _____

QUESTIONS FOR ALL VOC ED STUDENTS

2A.1.a. How many years of your life do you expect to spend working on a job outside the home for pay?

_____ 1-5

_____ 6-10

_____ 11-20

_____ more than 20

2A.1.b. How much money do you expect to make on your first job if you complete this program?

$ _____

_____ don't know

2A.1.c. Is there a demand in this area for workers with the skills you are learning in this program?

_____ yes

_____ no

_____ don't know

##########

2A.2.a. Do you expect to stay in this program until you qualify for a job in the field related to your training?

_____ yes

_____ no

2A.2.b. IF NO: Why?

##########

2A.3.a. Are some vocational education courses in this school for males and some for females?

_____ yes

_____ no

2A.3.b. IF YES: Why do you think this?

#

FORM 2B
STUDENT INTERVIEW/TRADITIONAL

QUESTIONS FOR TRADITIONAL VOC ED STUDENTS

("Traditional" vocational education students are defined as students enrolled in programs in which 80 per cent or more of the students are of the same sex as the respondent.)

MONITOR: Make certain the respondent understands the terms "traditional" and "nontraditional." For example: "Some men and women now go into jobs that traditionally only people of the opposite sex worked in. For example, you now see more men as nurses and secretaries and more women as mechanics and electricians. I'd like to talk to you about why you enrolled in a vocational education program that leads to a traditional job -- that is, a job in which most of the workers have traditionally been the same sex you are."

2B.1.a. Has anyone at school ever provided you with any information about opportunities in nontraditional jobs or encouraged you to consider a nontraditional vocational program or career?

____ yes

____ no

IF YES:

2B.1.b. Who provided you with information or encouragement?

2B.1.c. Why did you decide to take this course instead?

IF NO:

2B.1.d. Would you like to know more about nontraditional careers if you could make $100 a week more in one of them than you can in the job you're learning now?

_____ yes

_____ no

2B.1.e. If you wanted more information right now about a non-traditional career and how to get training for it, where would you go to get the information?

##########

2B.2.a. Did anyone at school or any of your friends or family ever try to discourage you from taking a nontraditional course or considering a nontraditional career?

_____ yes

_____ no

2B.2.b. IF YES: Explain when this occurred, who tried to discourage you, why you were told you shouldn't consider this course or career, and how this influenced your decision about a career.

##########

2B.3.a. Would you feel comfortable taking a course in which most or all of the other students were members of the opposite sex?

_____ yes

_____ no

2B.3.b. IF NO: Why?

4/10/80

FORM 2C
STUDENT INTERVIEW/NONTRADITIONAL

QUESTIONS FOR NONTRADITIONAL VOC ED. STUDENTS

("Nontraditional" vocational education students are defined as students enrolled in programs in which 20 per cent or less of the students are of the same sex as the respondent.)

MONITOR: Make certain the respondent understands "traditional" and "nontraditional" programs. For example: "A lot of men and women now go into jobs that traditionally only people of the opposite sex worked in. Since you are enrolled in a program that is nontraditional for persons of your sex, I'd like to talk to you about how you made that decision."

2C.1. Explain why you decided to enroll in a nontraditional vocational education program. (MONITOR: Try to find out what role individuals -- such as teachers, counselors, family and friends -- played in influencing the respondent's decision; how well the nontraditional program matches the respondent's interests compared to traditional jobs, and what the respondent expects out of the program in terms of job satisfaction, salary, advancement, etc. To what extent did the respondent's school play a role in shaping his or her decision to enroll in a nontraditional program and to what extent was the decision influenced by outside sources?)

****

2C.2.a. Have you had any problems with teachers, counselors, parents, employers, other students or anyone else who does not think you should be in a nontraditional program?

_____ yes

_____ no

2C.2.b. IF YES: Explain what kinds of problems you've had.

##########

2C.3. Do you feel you were adequately prepared to do the work in this program when you first entered it? That is, when you first entered the program, had you had the appropriate background courses, and were you able to do the work as well as most of the students of the opposite sex and to meet your instructor's expectations about what you should be able to do?

_____ yes

_____ no

##########

2C.4.a. If you have had any special difficulties in this program because most of the other students are of the opposite sex -- that is, problems with people who don't think you should be in the program or problems keeping up with traditional students -- have teachers, counselors or other persons connected

with the school given you any assistance in overcoming these difficulties?

_____ yes

_____ no

IF YES:

2C.4.b. What kind of support or assistance have you been given that has made participation in the program easier?

IF NO:

2C.4.c. What kind of support or assistance would be helpful?

##########

2C.5.a. Do you expect to have any difficulty getting a job related to the training you are receiving?

_____ yes

_____ no

2C.5.b. Explain briefly why you believe it will be difficult (or easy) getting a job in this field. Do you expect school

officials to be helpful to you in finding placement?

##########

2C.6. What could the school do -- that we haven't discussed yet -- that would make it easier for students to enter and succeed in nontraditional vocational education programs?

4/10/80

FORM 3
TEACHER/COUNSELOR INTERVIEW

QUESTIONNAIRE FOR TEACHERS AND COUNSELORS

(To be used in interviews with counselors or with teachers who teach courses which have traditionally enrolled only males or only females or in which more than 80 per cent of the students are of one sex.)

Name _____

Sex _____

Position: _____ teacher _____ counselor

School _____

Type of school:

_____ comprehensive high school

_____ vocational high school

_____ secondary area vocational school

_____ postsecondary area vocational school

_____ community college

Grade or postsecondary level taught or counseled _____

Grade or program taught, if relevant _____

3.1. Approximately what percentage of the students you teach (or counsel) are male and what percentage are female?

_____ % male

_____ % female

##########

MONITOR: Make certain respondent understands the terms traditional and nontraditional. For example: "Federal requirements and state and local efforts as well have contributed to increased enrollments of male and female students in vocational education courses that used to enroll only the opposite sex. I'm interested in learning what some of the adjustments are which have to be made in order to accommodate students' new interest in nontraditional, formerly sex-segregated vocational programs."

3.2.a. Do you think there are more discipline problems in a vocational education class when it begins to enroll students of the opposite sex?

_____ yes

_____ no

3.2.b. Are nontraditional students harrassed when they are a minority in the class?

_____ yes

_____ no

3.2.c. Do you think there are some vocational programs that aren't appropriate for women?

_____ yes

_____ no

3.2.d. Do nontraditional students come to the course prepared to work at the same level of skill that traditional students bring to it?

_____ yes

_____ no

3.2.e. Do nontraditional students do well in the programs you're familiar with?

_____ yes

_____ no

3.2.f. Have you had any difficulty placing students in non-traditional jobs?

_____ yes

_____ no

##########

3.3. MONITOR: Briefly describe the 1976 Vocational Education Amendments to the respondent. For example: "In 1976 Congress amended the Vocational Education Act to require states to develop policies and procedures to overcome sex discrimination and sex stereotyping as a condition for getting federal voc ed funds. The law also allows states to spend federal funds for programs to encourage enrollments in nontraditional programs and to eliminate bias and stereotyping, and it requires every state to have at least one staff person working full time to help the state and local school systems overcome bias in their voc ed programs."

3.3.a. Are you aware of any activities taking place in this school as a result of the Vocational Education Amendments' emphasis on equal opportunities for men and women?

_____ yes

_____ no

3.3.b. IF YES: Describe the activities briefly.

3.3.c. Have you participated in any activity designed to help you recognize sex biases or sex stereotyping, to counsel students more effectively about nontraditional careers or to work more effectively with students in nontraditional programs?

_____ yes

_____ no

3.3.d. IF YES: Briefly describe the activity and assess its helpfulness to you.

##########

3.4.a. What do you see as the main factors preventing students from enrolling in nontraditional vocational programs?

3.4.b. What kind of resources or programs could the state board or local school system provide that would help students overcome some of the barriers you've named to participating in nontraditional vocational education courses or entering nontraditional careers? Include activities or resources that would make teachers and counselors more effective in working with students.

PROVISIONS OF THE REGULATIONS
ON PART A OF THE
1976 VOCATIONAL EDUCATION ACT AMENDMENTS
RELATING TO EQUAL ACCESS TO VOCATIONAL EDUCATION PROGRAMS

State Administration

Definitions. The regulations define sex bias as "behaviors resulting from the assumption that one sex is superior to the other;" sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," and sex stereotyping as "attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex."

Sex Equity Coordinator. The 1976 Vocational Education Act Amendments (VEA) require each state to set aside at least $50,000 from its VEA grant to employ one or more professional employees to work full time to assist the state in eliminating sex discrimination and sex stereotyping in all vocational education programs in the state.

State Advisory Councils. The Act requires each state to have a state advisory council on vocational education. Each council must have at least one woman member who is knowledgeable about discrimination against women in vocational education, job training and employment, including a minority woman knowledgeable about the dual effects of race and sex discrimination. All councils must have an "appropriate representation" of women and minorities among their membership.

Local Advisory Councils. The regulations require local educational agencies and postsecondary vocational schools receiving funds under the Act to set up local advisory councils on vocational education with an "appropriate representation" of women and minorities.

Data Collection. The Amendments established a national Vocational Education Data System (VEDS) to collect state-by-state data on vocational education enrollments by sex and race.

State Five-Year Plan. In order to receive federal funds, the state must submit to the federal government a five-year plan for vocational education and hold public hearings to solicit recommendations on the content of the plan and the use

of public funds for vocational education. The plan must include a detailed description of the policies and procedures the state will follow to assure equal access to vocational programs by both women and men, including actions to overcome sex discrimination and sex stereotyping in all state and local vocational education programs. It also must describe incentives the state will offer local school systems and postsecondary vocational schools to encourage the enrollment of students in nontraditional programs and to develop model programs to reduce sex bias and stereotyping. The state also must set forth a program to assess and meet the needs of displaced homemakers and single heads-of-household who need job skills and describe special courses and placement services it will offer them.

Annual Program Plan and Accountability Report. The state must develop an annual program plan to amend the five-year plan, where necessary, and to assess the state's progress in meeting five-year plan goals. A public hearing is required on the annual plan, and the plan must show the results of the state's compliance with federal requirements to provide equal access to women and men. The annual accountability report is to report how funds for vocational education were actually spent.

Public Information. The regulations require the state's assurance that it will make state plans and other documents developed pursuant to implementation of the state plan "reasonably available to the public."

State Evaluations. The state is required to evaluate all vocational education programs in the state within five years. The evaluation is to include an assessment of their impact on women, minorities, the handicapped, the disadvantaged and the limited English-speaking.

NOTE: Every state is apportioned Vocational Education Act funds under several subparts of the Act and according to a population-based formula. The state, in turn, apportions federal funds to local school systems and postsecondary vocational schools on the basis of a formula it (the state) develops and on the basis of local applications for funds. The Vocational Education Amendments provide funds to be spent in the following ways to promote equal access and to overcome sex bias and stereotyping (unless otherwise noted, expenditures are at state discretion):

Basic Grants

Basic Grant funds may be used for instruction related to apprenticeship training in trades which provide equal access to both sexes; industrial arts programs which are designed to eliminate sex stereotyping; support services for women who want to enter nontraditional occupations; and day care services for students' children. The state must set aside funds to provide vocational education programs for displaced homemakers and single heads-of household who need job training.

Program Improvement and Supportive Services

States may use funds under this subpart for research programs, including experimental, developmental and pilot projects to overcome sex bias and stereotyping and for review and revision of curricula to make certain they do not reflect stereotypes based on sex, race, or handicap; exemplary and innovative programs, for which priority must be given to projects designed to reduce sex bias and stereotyping; and curriculum development programs, including development and dissemination of curriculum and guidance and counseling materials designed to overcome sex bias and stereotyping and support services to help teachers meet the needs of students enrolled in nontraditional programs.

At least 20 per cent of the funds under this subpart must be used for vocational guidance and counseling, which may include programs to acquaint guidance counselors with the changing work patterns of women, with ways of overcoming occupational sex stereotyping, and with ways of assisting girls and women in selecting careers based solely on their occupational needs and interests, and to develop career counseling materials free of sex stereotyping.

Other funds are available for vocational education personnel training, which may include in-service training to improve the quality of instruction, supervision and administration of vocational education programs, and to overcome sex bias and stereotyping, and grants to overcome sex bias and stereotyping. The latter funds may be used for research projects on ways to overcome sex bias and stereotyping, development of bias-free curriculum materials, development of criteria to determine whether materials are

free of sex stereotyping, review of materials to make sure they are free of sex stereotyping, and training to acquaint guidance counselors, administrators and teachers with ways of assisting persons in selecting careers based on their interests and needs rather than stereotypes.

Consumer and Homemaking Education

Federal funds shall only support consumer and homemaking programs which encourage participation of both males and females to prepare for the roles of homemaker and wage earner and which promote the development of curriculum materials which deal with increased numbers of men assuming homemaking responsibilities, the changing career patterns of men and women, and federal, state and local laws relating to equal opportunity in education and employment.